DOCUMENT RESUME

ED 408 866 FL 801 170

TITLE	NCLE Notes: Newsletter of the National Clearinghouse for ESL Literacy Education, Vol. 6.
INSTITUTION	National Clearinghouse for ESL Literacy Education, Washington, DC.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	96
NOTE	16p.
CONTRACT	RR93002010
AVAILABLE FROM	NCLE, 1118 22nd Street N.W., Washington, DC 20037.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	NCLE Notes; v6 n1-2 1996-1997
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Acculturation; Adult Education; *Citizenship Education; Educational Resources; *English (Second Language); Instructional Materials; *Language Attitudes; *Literacy; *Literacy Education; Second Language Learning; Textbooks; Videotape Recordings; World Wide Web

ABSTRACT

The two issues of the newsletter contain three main articles. "Myths and Realities About US Literacy" (excerpted from a book by Terrence G. Wiley) examines and refutes two common myths about literacy and language diversity: (1) that English literacy is the only literacy worth noting, and (2) that language minorities today are not as eager to learn English and assimilate as prior generations were. "Citizenship Education Resources for Adult ESL Instructors" cites instructional and information resources on the World Wide Web, student textbooks, a teacher resource guide, and two videotape recordings for teaching citizenship to students of English as a second language (ESL). "Teaching Listening to ESL Learners" (excerpted from an article by Carol Van Duzer) outlines the processes one uses in listening and suggests that these processes can inform the teacher's choice of techniques and activities for developing learners' listening skills. Professional notes and announcements of resources and materials are included in each issue. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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CAL NCLE notes

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CAL
NCLE notes
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Inside:
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Myths and Realities About US Literacy

In this excerpt from NCLE's newly published book, *Literacy and Language Diversity in the United States* by Terrence G. Wiley, the author examines and refutes two common myths about literacy and language diversity. (The excerpt was adapted slightly for this publication.) For information on ordering the book, please see the back page.

Myth: English literacy is the only literacy worth noting.

Just as there is a failure to acknowledge the extent of language diversity in the United States, there is also a general failure to acknowledge literacy in languages other than English. This omission adds to much of the confusion about literacy. Although millions of people are literate in languages other than English, their abilities are ignored. By ignoring literacy in other languages, literacy becomes confused with English literacy. This confusion is reflected in most surveys and measures of literacy, which fail to accurately describe literacy characteristics among language minority groups because they focus only on English. According to Macías (1990), there are three patterns of literacy among language minority groups in the United States: (1) native language literacy, which is literacy in one's native language; (2) second language literacy (usually in English), which implies no native language literacy; and (3) biliteracy, literacy in two languages (typically in one's native language and in English) (p. 18). Nonliteracy (i.e., no literacy in any language) is also a possibility.

Although English is the dominant language of the United States and it is important that speakers of other languages learn to speak, read, and write it, it is not the case that English literacy can or should fulfill all of the needs of language minority groups. When all literacy is reduced to English literacy, the myth that the United States is a monolingual nation is promoted.

Limited English oral proficiency is commonly confused with illiteracy. Some language minority individuals read and write in English but may not speak the language well; conversely, some who are fluent orally in English are not English literate. The problems of becoming literate in a second language need to be differentiated (1) from the challenges of learning to speak a second language and (2) from initial literacy in a first or second language (Vargas, 1986).

Myth: Language minorities today are not as eager to learn English and assimilate as prior generations were.

A common criticism aimed at recent immigrants and language minority groups is that they are disinclined to learn English or acquire literacy in English because of their loyalty to their native languages and cultures. This myth is based partly on the assumption of the English-speaking majority that languages other than English should be surrendered as a kind of

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The Waiting Game...

The following information was compiled for a Senate hearing in March 1996. It is a collection of responses to a request that was posted on several listservs including NIFL-ESL (See the back page). Although it is not a comprehensive list, note that both volunteer programs and those operated by school districts and community colleges report waiting lists for ESL classes, especially in urban areas.

California

In San Jose, more than 4,000 were reported on waiting lists. (13,586 adults are enrolled in ESL classes.) In the San Diego Community College district, 200 are on one waiting list.

Colorado

Number reported on waiting lists statewide: 2,000 to 3,000. Larger programs have 300-500 people on waiting lists at any one time.

Florida

The Palm Beach Literacy Coalition reports 200 students are on a one-month waiting list for ESL classes.

Illinois

Number reported on waiting lists statewide: 1846 (from the combined waiting lists of 68 volunteer literacy programs)

Massachusetts

In 1995, a Massachusetts Department of Education survey verified 15,000 people on waiting lists statewide. People in major metropolitan areas wait for up to three years for a placement, those in other areas wait an average of nine months.

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Waiting , continued from p. 1

In Boston, 1,000 are on the waiting list for Quincy School; the average wait is two years. The East Boston Harborside Program has a waiting list with more then 350 names; the average wait is three to six months. A family literacy program in Chelsea, MA designed to serve 100 families has 160 families on its waiting list.In Brockton. MA, more than 400 are on the waiting list for night classes; the average wait is two to three years.

New Jersey

The Literacy Volunteers of America/NJ affiliate reports 829 people on waiting lists for ESL instruction, 250 of these in Middlesex County. In Union City, 300 adults are enrolled in ESL classes, 272 are on the waiting list. The waiting period is six months to one year. The Plainfield Adult Learning Center in Plainfield has 187 ESL students on its waiting list. In West New York, 140 are on a waiting list. The average wait is four to eight weeks. New Brunswick had 700 ESL students on the waiting list before maintaining the list became too unwieldy.

New York

At the Queens Library, two thirds of the 1,100 people on waiting lists do not get space in classes during a given year. In Ithaca, Literacy Volunteers of Tompkins County has 30 people on a waiting list, half of whom have been waiting more than six months.

Pennsylvania

An ESL program in Allentown graduates approximately 600 students per year. At any one time, 300-500 people are on waiting lists. The wait is three to twelve months.

Texas

In Corpus Christi, 150 aspiring ESL students are turned away each month and wait nine months to a year for space in a program that can serve 80 students. The Dallas Adult Literacy Council reports 6,000 people on a one-year waiting list for ESL.

Virginia

In Fairfax County, an average of 500 people are waiting for space in ESL classes. The wait can be a year.

Washington

The King County Literacy Coalition in Seattle reports 3,000 students on waiting lists for ESL classes. The wait is from six months to a year. At Lake Washington Technical College the wait for class space is up to six months. ▲▲▲

RESOURCE UPDATE

Illustration by John MacDonald. Used by permission

A comprehensive new book explores *la frontera* between the United States and Mexico and looks at the school experiences of immigrant and migrant students and families. The authors explain the Mexican education system, collaborative efforts between the Mexican and US governments and border states, and classroom practice. **Children of La Frontera: Binational Efforts to Serve Mexican Migrant and Immigrant Students,** edited by Judith LeBlanc Flores, is available for $18.00 (inc. shipping and handling) from the ERIC Clearinghouse on Rural Education and Small Schools, P.O. Box 1348, Charleston, WV 25325.

Written and compiled by Pat Hatt and Eva Nichols, **Links in Learning: A Manual Linking Second Language Learning, Literacy, and Learning Disabilities** is designed to educate adult ESL teachers about learning disabilities. The book walks teachers through the process of conducting an assessment interview, describes case studies, and provides recommendations for modifying teaching strategies and adapting to various learning styles. Because the book was produced in Canada, the organizational resources are Canadian. Otherwise, all of the material is relevant to teachers in the United States. **Links in Learning** is available for $13.50 (plus $5.50 postage) from MESE Consulting Ltd., 30 Roydawn Ct., West Hill, Ontario, Canada M1C 3C7. For Canadian price information, call (416) 283-4447.

Are you interested in starting a conversation group? Marilyn Bentson and Elisabeth Mitchell of The Tacoma Community House Training Project have written **Talk Time Handbook: Conversation Sessions for Volunteer Facilitators and Limited English Speaking Participants** (1995) which describes how to set up group-based conversational sessions for adults learning English. The handbook reflects more than ten years of the Talk Time program's evolution and stresses the benefits for volunteer facilitators as well as participants. It is available free, while supplies last, by calling the National Literacy Hotline (800) 228-8813.

Training by Design: ESL, recently developed by Laubach Literacy Action, includes materials for ESL tutors and tutor trainers, including workshop planning guides and leader guides for the trainers, a resource book for tutors, and ten videotapes demonstrating techniques. **Training by Design** (1996) is available from New Readers Press, P.O. Box 888, Syracuse, NY 13210. (800) 448-8878.

Illustration by Robert Soule. Used by permission.

Written by Kate Silc at the Center for Applied Linguistics and produced by the Fannie Mae Foundation, **How to Buy a Home in the United States** (1996) is an attractive workbook (and teacher's guide) intended for high intermediate and advanced ESL students. It provides a good introduction to the home-buying process along with grammar, vocabulary, comprehension, and discussion exercises. The teacher's guide gives suggestions for presenting activities in the student workbook.

To order a free copy of the teacher's guide and up to 20 copies of the student book, contact the Fannie Mae Foundation at (800) 544-9224. Other free guides, including one explaining the home-buying process, are available in seven languages, as part of the foundation's New Americans Initiative.

If duplicate or unwanted copies of *NCLEnotes* are sent to your address, please notify us so that we can correct our mailing list.

Thank you.

NEWS IN BRIEF

Harvard and World Ed Establish OERI Center

The Harvard Graduate School of Education, in collaboration with World Education of Boston, has been funded by the U.S. Department of Education, Office of Educational Research and Improvement (OERI) to set up the National Center for the Study of Adult Learning and Literacy (NCSALL, pronounced nick-saul).

The Center, funded for five years and to be directed by Dr. John Comings, will conduct the research, development, evaluation, and dissemination needed to build effective, cost-efficient adult learning and literacy programs. "Every effort made by NCSALL is guided by its focus on improving practice," declares its initial press release. For more information, call the center at (617) 495-4843 or send e-mail to ncsall@hugse1.harvard.edu.

A First for NIFL Board

Dr. Reynaldo Macías, Professor of Education at the University of California, Santa Barbara, Director of the University of California's Language Minority Research Institute, and a NCLE author, was confirmed in July to the advisory board of the National Institute for Literacy (NIFL). The board reviews reports and spending plans and makes recommendations regarding NIFL's program areas and priorities. Macías is the first member of NIFL's board with expertise in language minority education *and* literacy.

New TESOL Task Force Looks at Standards

The TESOL Board of Directors has appointed a task force to investigate the need for TESOL to develop standards and quality indicators for adult ESL education programs in the United States. The task force will analyze proposed federal legislation as it relates to accountability in adult ESL programs; review the existing standards for adult ESL programs in the United States and other English-speaking countries; gather information on states that have or are developing ESL standards; and report its findings and recommendations to the TESOL board of directors at its meeting in Orlando, FL in March 1997. For further information, contact Terry O'Donnell at TESOL Central Office (703) 518-2506.

Take Two Aspirin but Read the Label!

The Council on Family Health, a nonprofit consumer education organization supported by the manufacturers of medicines, is working on lesson modules to encourage adults learning English to read medicine labels. The *Read-the-Label ESL Initiative* is being field-tested in New York City this fall. For information about the project and other consumer education information, contact The Council on Family Health, 225 Park Avenue South, Suite 1700, New York, NY 10003.

Try These *Zapatos* on for Size

Volunteers in five states are organizing an innovative program that introduces policymakers and low-income adult ESL learners to one another. *Walk a Mile in an English Language Learner's Shoes*, organized by Marina Cole and Natasha Grossman at the University of Washington, hopes to to acquaint the lawmakers with some of the realities of learning English as adults and to build confidence in ESL learners that they can participate in the government.

In California, organizers expect 15-25 state senators, assembly members, and city council members to make weekly visits and phone calls to ESL students between September 15th and October 15th. Each student will have a teacher liaison. Other participating states are Texas, Florida, Illinois, and Washington.

This project has been funded by the National Institute for Literacy.

Distance Learning on the Horizon for ESL

Crossroads Cafe, a 26-part ESL video series about events in the lives of a group of restaurant employees and customers, will debut on selected Public Broadcasting System (PBS) stations this fall. Production of the $5 million series was a collaboration between public and private groups.

The U.S. Department of Education believes the project can address the needs of those who are unable to attend ESL classes because of other commitments or because they are on waiting lists. At an early September kickoff event, Secretary of Education Richard Riley said, "Distance learning frees students to learn any time, at their own pace." In pilot testing, the tapes were used in classes, one-on-one with tutors, and independently. Multilevel work-texts and photo stories for use with the series have been published for classroom or independent use.

As we go to press, the following states have video rights to the series: Oregon, California, Illinois, Florida, and New York. Publicly-funded adult ESL programs in those states will have free or low-cost access to copies of the videos.

Contact your local PBS station for broadcast details. For information about purchasing or licensing the Crossroads Cafe videos, contact Tracy Spellman at Intelecom (800) 537-2988, ext. 114. For information about the publications that go with the series, call Heinle and Heinle at (800) 553-6454. The Department of Education contact for the project is Ivette Rodriguez (202) 401-0262.

New Free NCLE Publications!

Funding from the Andrew W. Mellon Foundation has allowed NCLE to co-publish a series of ERIC Digests on workplace and vocational topics with the Program on Adult Immigrant Education at The Center for Applied Linguistics (CAL). Since the last issue of *NCLE notes*, the following titles were published:

➔*Planning, Implementing, and Evaluating Workplace ESL Programs*, by Allene Guss Grognet. This digest describes what educators need to consider in planning, implementing, and evaluating a workplace ESL program. Needs analysis, curriculum development, instructional strategies, assessment, and program design are discussed.

➔*Numeracy in the Adult ESL Classroom*, by Tom Ciancone. Numeracy is the ability to cope confidently with the mathematical demands of the home, workplace, and community. This digest offers suggestions on assessing the numeracy needs of adult ESL learners with low literacy skills. It also provides guidelines for teaching numeracy and descriptions of classroom activities.

➔*Union-Sponsored Workplace ESL Instruction*, by Susan Rosenblum. This digest explores the history of union-sponsored workplace ESL instruction. It also discusses models for program delivery and briefly describes curricula and program goals.

➔*Selling Workplace ESL Instructional Programs*, by Miriam Burt. Using data from a survey of 21 businesses in Illinois and interviews with 18 educational providers, this digest explores the issue of why companies do or do not provide workplace ESL instruction. It also offers suggestions on how to convince employers to provide this instruction.

★ ★ ★ ★ 41 ERIC Digests about ESL are available for downloading from NCLE's web site! **http://www.cal.org/ncle** ★ ★ ★ ★

Order Form

Recent ERIC Digests (Free)

___ Planning, Implementing, & Evaluating Workplace ESL Programs (June 1996)
___ Union-Sponsored Workplace ESL Instruction (February 1996)
___ Numeracy in the Adult ESL Classroom (February 1996)
___ Selling Workplace ESL Instructional Programs (December 1995)
___ Adult ESL Learner Assessment: Purposes and Tools (September 1995)
___ Evaluating Workplace ESL Instructional Programs (September 1995)

Recent Annotated Bibliographies (Free)

___ ESL Instruction in the Manufacturing Industries (March 1996)
___ Workplace ESL Instruction and Programs (March 1996)
___ Citizenship Curricula for Immigrants (February 1996)
___ Citizenship Education for Immigrants (February 1996)
___ ESL Instruction in the Hospitality Industry (December 1995)
___ ESL Literacy and Labor Education (October 1995)
___ Assessment and Evaluation in Adult ESL (September 1995)

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rite-of-passage. It is also based on the erroneous assumption that all non-English languages are "immigrant" languages (Macías, 1984). However, as indicated above, because approximately 50 percent of the language minority population was born in the United States (Waggoner, 1993), these assumptions are specious. American Indian languages and languages such as Hawaiian are not foreign, but indigenous languages. Thus, it is inappropriate to view all language minorities as if they were immigrants—even if one could accept the assimilationist rite-of-passage point of view. Historically, indigenous languages antedate European and English colonization and the formation of the United States as an independent county. English—in addition to being the dominant national language—is also accurately characterized as an "old colonial language" (as is Spanish; see Molesky, 1988).

It is also argued that recent non-English-speaking immigrants are different from those of a century ago who, it is believed, readily surrendered their languages and cultures. However, a study by Wyman (1993) of late nineteenth- and early twentieth-century European immigrants concludes that a high percentage of European immigrants emigrated back to their homelands. As now, millions of immigrants returned to their homelands while millions more remained here. Then as now, the image of opportunistic, disloyal immigrants fostered resentment among restrictionists, who, in turn, created a past in which former immigrants were somehow more loyal and willing to be Americanized and Anglicized than those of the present.

What, then, of the current situation? Are individuals who speak languages other than English really reluctant to learn English? Crawford (1992) notes that in California on the day that Proposition 63 (a proposal to make English the official language of California) passed, "more than 40,000 adults were on waiting lists for ESL [English as a second language] instruction in Los Angeles alone" (p. 17).

Crawford, J. (1992). *Hold your tongue: Bilingualism and the politics of "English Only."* Reading, MA: Addison-Wesley.

Macías, R.F. (1990). Definitions of literacy: A response. In R.L. Venezky, D.A. Wagner, & B.S. Ciliberti (Eds.), *Toward defining literacy* (pp. 17-23). Newark, DE: International Reading Association.

Macías, R.F. (1984). *"Cauldron—boil & bubble": United States language policy towards indigenous language groups in the nineteenth century.* Los Angeles: University of Southern California, Center for Multilingual and Multicultural Research.

Molesky, J. (1988). Understanding the American linguistic mosaic: A historical overview of language maintenance and language shift. In S.L. McKay & S.C. Wong (Eds.), *Language diversity: Problem or resource* (pp. 29-68). Cambridge, MA: Newbury House.

Vargas, A. (1986). *Illiteracy in the Hispanic community.* Washington, DC: National Council of La Raza.

Wyman, M. (1993). *Round-trip to America: The immigrants return to Europe, 1880-1930.* Ithaca, NY: Cornell University Press.

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NCLE*notes* is published twice yearly by the National Clearinghouse for ESL Literacy Education (NCLE) and distributed free to individuals and organizations on NCLE's mailing list.

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A Note from NCLE's Director

Good news about NCLE's funding! The Center for Applied Linguistics (CAL) has received one year's funding for NCLE, until June 1997, from the U.S. Department of Education's Office of Educational Research and Improvement (OERI). This ends a year of great uncertainty about NCLE's continued existence and allows us to continue our activities to serve the field. We will continue to publish *NCLEnotes*, ERIC Digests and bibliographies, and major publications; provide up-to-date information and referrals about adult literacy and language education; moderate the NIFL-ESL listserv; enhance our World Wide Web pages; present workshops at local and national conferences; and build the ERIC database within our scope. We are excited about the work we're doing and look forward to a productive year.

Joy Kreeft Peyton

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NCLE's Newest Book Out in October!

Written for scholars, policymakers, and educators, *Literacy and Language Diversity in the United States* by Terrence G. Wiley provides both an introduction to issues in literacy and language diversity and compelling questions for those who work in the field. It critiques policies and practices that view language diversity as a problem that must be remedied through education and points to recent positive developments in adult literacy that value language diversity as a resource. (246 pp., $19.95 plus shipping and handling)

An Old Favorite Is Republished by Delta

Originally published in 1991, NCLE's first book, *Writing Our Lives: Reflections on Dialogue Journal Writing with Adults Learning English*, edited by Joy Kreeft Peyton and Jana Staton, has been republished by Delta Systems and is still one of the only publications about dialogue journals to focus on adults who are developing literacy in English as a second language. (149 pp., $11.95 plus shipping and handling)

Either book can be ordered from Delta Systems Co., 1400 Miller Pkwy., McHenry, IL 60050. Fax: (815) 363-2948. Telephone: (800) 323-8270 or (815) 363-3582 (from within Illinois or from outside the US).

ESL E-mail List Seeks More Subscribers

Sponsored by the National Institute for Literacy (NIFL), the NIFL-ESL listserv is moderated by staff at NCLE and has 220 subscribers as of October 1996. It features information and discussion on policies related to adult ESL teaching such as immigration and education legislation. Subscribers include tutors, teachers, graduate students, and policy makers (to name but a few!). For information on subscribing to the list, send e-mail to ncle@cal.org or go to NCLE's web page at http://www.cal.org/cal/ncle.

New Web Site for OVAE

The Office of Vocational and Adult Education at the U.S. Department of Education has a new web page (http://www.ed.gov/offices/OVAE) where you can read about funded projects and even view photos of some of the staff.

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Citizenship Education Resources for Adult ESL Instructors

Because of the recent welfare reform and immigration reform legislation, adult education programs have seen a surge of interest among immigrants in acquiring citizenship. Some elderly immigrants, especially, are concerned about losing benefits such as Social Security and housing assistance. Enrollment in specialized citizenship preparation classes has risen, and "getting citizenship" has been voiced frequently by learners as their goal in studying English as a second language (ESL).

In the wake of this demand, adult ESL teachers are eager for resources to help them prepare their students for the citizenship process, from submitting application forms to practicing for the written and oral Immigration and Naturalization Service (INS) exams. Even after applicants pass the standardized government and history test, they must still demonstrate basic English listening and speaking ability at their citizenship interview. ESL classrooms can offer many opportunities; however teachers must also be cautious. They should leave the legal advice to those who are trained to navigate naturalization's tricky course.

National Resources

The World Wide Web can be a good information source about many groups concerned with immigration and immigrants, including those which provide legal assistance.

Be sure to look at the public information and frequently asked questions (FAQs) section of the INS website at http://www.usdoj/gov/ins/index.html. Call the INS at 1-800-870-3676 to get copies of the application for naturalization forms.

In January 1997, the Emma Lazarus Fund, part of the Open Society Institute, gave $11.8 million to 22 groups "that assist legal immigrants, both by helping them become citizens and by advocating for their rights." Visit the Emma Lazarus webpage at http://soros.org/emma_lazarus.html or call the Open Society Institute at (212) 887-0167 to learn more about this initiative.

One of the funded projects is at the Immigrant Legal Resource Center (ILRC) in San Francisco. Call them for free legal consultations to groups (not individuals) assisting low-income applicants for naturalization at (415) 255-9499, ext. 400 (10 am-3 pm PST).

The National Association of Latino Elected and Appointed Officials (NALEO), also a recent recipient of Emma Lazarus funding, operates toll-free bilingual hotlines for people seeking naturalization information. English and Spanish-speakers can both call 1-800-34-NALEO or 1-800-44-NALEO.

To keep up with the latest information on federal and local policies af-

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Teaching Listening to ESL Learners

Listening is a critical element of competent language performance, whether learners are communicating at school, at work, or in the community. Throughout the day, listening is used nearly twice as much as speaking and four to five times as much as reading and writing.

A recent study of Fortune 500 Corporations found that listening was perceived to be crucial for communication at work with regards to entry-level employment, job success, general career competence, managerial competency, and effectiveness of relationships between supervisors and subordinates. Yet listening remains one of the least understood processes in language learning despite the critical role it plays both in communication and in language acquisition. As language teaching has moved toward comprehension-based approaches, listening to learn has become an important element in the adult English as a second language (ESL) classroom.

What happens when we listen?

Although once labeled a passive skill, listening is very much an active process of selecting and interpreting information from auditory and visual clues. Most of what is known about the listening process stems from research on native language development; however, as the importance of teaching listening comprehension has increased, so has

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RESOURCE UPDATE

Have you heard about the standards-based system reform effort being coordinated by the National Institute for Literacy (NIFL)? A new report, **Equipped for the Future: A Reform Agenda for Adult Literacy and Lifelong Learning** (1997) describes the project's three components, based on the adult roles of citizen/community member, parent/family member, and worker. For each component, a group of literacy organizations and learning centers has been funded to focus on the development of voluntary curriculum standards.

For example, the Civic Participation Standards Project, a collaboration between the Center for Literacy Studies, the New England Literacy Resource Center, and the Philadelphia Mayor's Commission on Literacy, has come up with a "role map" or framework for active and effective citizenship or community participation. For more information about the Equipped for the Future (EFF) initiative, go to NIFL's webpage (http://novel.nifl.gov) and read the latest issue of NIFL's newsletter. Copies of the newsletter and the report can also be ordered from the National Literacy Hotline at (800) 228-8813.

Cubans: Their History and Culture (1996) (Refugee Fact Sheet No. 12) by Barbara Robson is intended primarily for those who are involved in resettling Cuban refugees who have been arriving in the United States in the 1990s. However, the text is usable by anyone who wants a brief picture of the history and culture of this island and its people. The guide addresses the Cuban education system, religion, and family life, and ends with a section on Cuban Spanish and how it affects learning English. **Cubans: Their History and Culture** is available for $3.00 from the Refugee Service Center, Center for Applied Linguistics (CAL), 1118 22nd St., NW, Washington, DC 20037-1214. Phone: (202) 429-9292. Fax: (202) 659-5641. (Copies are available free to resettlement agencies.) Also recently available is Refugee Fact Sheet No. 13 about Iraqui Kurds.

Would you like to be informed about developments in the field but feel that research just doesn't speak to you and your needs as a classroom teacher? **Focus on Basics**, the new quarterly publication of the National Center for The Study of Adult Learning and Literacy (NCSALL) is dedicated to connecting research with practice. The February 1997 issue (Vol. 1, No. 1) looked at research itself; the May 1997 issue discusses reading and includes several articles on teaching reading to adult ESL students. Future topics include multilevel classrooms, thematic/content-based instruction, and learner motivation. To subscribe, contact Anita Patwardhan at World Education, 44 Farnsworth St., Boston, MA 02210-1211. E-mail: fob@worlded.org. **Focus on Basics** can also be downloaded from http://hugse1.harvard.edu/~ncsall.

ERIC

The ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL), NCLE's sister clearinghouse at the Center for Applied Linguistics (CAL), has just published two ERIC digests that may interest *NCLEnotes* readers. **Grammar and Its Teaching: Challenging the Myths** (1997) by Diane Larsen-Freeman examines an eternal point of debate in ESL instruction—how to incorporate grammar. From the natural acquisition vs. direct instruction dichotomy to "I don't know enough to teach grammar," Larsen-Freeman explains and clarifies points that, she asserts, have often been used to justify limiting grammar instruction in current teaching approaches.

The second digest, **Promoting Secondary School Transitions for Immigrant Adolescents** (1997) by Tamara Lucas highlights the ways educators can support this quickly growing segment of the school-age population. Providing access to information, supporting English language and academic development, and promoting access to postsecondary education are recommended. Brief profiles of three programs currently working to mediate education for immigrant adolescents are offered.

Free copies of either digest are available from ERIC/CLL, CAL, 1118 22nd St., NW, Washington, DC 20037-1214. Phone: 800-276-9834. E-mail: eric@cal.org. Both digests are also available on the Web at http://www.cal.org/ericcll.

ESL Enrollment Rises 17%

The U.S. Department of Education reports that in program year 1995, ESL made up 34% of the total enrollment for federally funded adult education (adult basic education was 37% and adult secondary education was 29% of the total.) The overall ESL enrollment was 1,439,237, up 17% from the previous year. The states with the highest ESL enrollments are shown in the chart on the back page of this issue.

National Effort Aims for ESL Research Agenda

The National Center for the Study of Adult Learning and Literacy (NSCALL) is working with The National Institute for Literacy (NIFL) and the U.S. Department of Education, Office of Vocational and Adult Education to develop a national research agenda for adult education, articulating what is known and delineating directions for research and development. One aspect of this effort will be a research agenda specifically for adult ESL.

In December 1996, ESL practitioners, researchers, and policymakers met at NCLE to brainstorm research priorities and identify research questions. They defined broad areas for research: the ESL learner, program design/instructional practice, teacher preparation/staff development, and learner assessment/outcomes. In March 1997, NCLE distributed a draft document at the TESOL conference and published it on NCLE's website, (www.cal.org/ncle) inviting feedback from the field. NCSALL and NCLE staff are now developing a document that reflects a common vision among those working in the adult ESL field concerning research priorities and future directions.

To comment on this working document, send e-mail to NCSALL director John Comings at ncsall@hugse1.harvard.edu or NCLE director Joy Peyton at ncle@cal.org.

NEWS IN BRIEF

Senator Simon at the October 1996 WATESOL conference in Bethesda, Maryland. Photo by Fran Keenan.

Paul Simon To Join Literacy Institute's Advisory Board

Former U.S. Senator Paul Simon (D-Ill.) has just been nominated by President Clinton to serve on the National Institute for Literacy advisory board. Simon, long a friend and advocate for literacy and language education, retired from the U.S. Senate in 1996 after 16 years. His accomplishments included sponsoring the National Literacy Act and other important education legislation. He has been a strong advocate for language learning at all levels. He wrote *The Tongue-Tied American: Confronting the Foreign Language Crisis* in 1980. His nomination now awaits Senate confirmation.

Site Visits and Review of Assessment Underway for National ESL Study

The National What Works Study for Adult ESL Students is a five-year study sponsored by the U.S. Department of Education and being conducted by the American Institutes for Research. It focuses on low-literate ESL learners in the six states that collectively account for over 85 percent of adult ESL students: California, Florida, Illinois, New Jersey, New York, and Texas. There are two components to the project, a descriptive study of ESL providers in the six states and an impact study that will attempt to identify effective instruction practices—what works—for low-literate adult ESL learners.

The descriptive study consists of telephone and mail surveys of ESL providers in the six states, followed by site visits to selected programs. The mail survey has recently been completed, and the telephone survey is now underway. Site visits are scheduled for the spring and fall, with a report due in early 1998.

The impact study is scheduled to begin in Fall 1998. ESL learners will be followed over nine months and their speaking, listening, reading, and writing skills will be assessed using both qualitative and standardized measures. To identify appropriate standardized measures, a review of assessment instruments used in adult ESL programs is underway.

For further information about the study, please contact the project director, Dr. Larry Condelli, at (202) 944-5330.

NIFL Launches Public Awareness Effort

At the end of March, Secretary of Education Richard Riley helped the National Institute for Literacy (NIFL) launch a national literacy public awareness campaign. The campaign's theme is "Literacy, It's a Whole New World!" Public service annoucements, some featuring adult literacy and ESL learners, will be broadcast via radio and television in three stages, the first directed at the general public with a message that literacy is more than reading and writing, the second at policymakers, and the third at leaders in business and industry. State level activities will coincide with the national campaign. Campaign folders are available from the National Literacy Hotline at (800) 228-8813. Visit the NIFL's homepage on the World Wide Web at http://nifl.novel.gov or contact Meg Young at myoung@nifl.gov or (202) 632-1500 for further details.

LITERACY
IT'S A WHOLE NEW WORLD

One Tenth of U.S. Population Is Foreign Born

An April 1997 U.S. Census Bureau report says that as of 1996, one in ten (9.3 percent) people in the United States is foreign born, the highest rate in more than 50 years. An upward trend has held since 1970—this century's low mark. The century's high mark was 14.7 percent foreign born in 1910.

The report also details the changing ethnic and racial makeup of the foreign-born population since the 1970s. The percentage of Blacks and Asians and Pacific Islanders has risen over those decades. As has been true for a long time, Mexico is the leading source of immigrants to the United States.

For more information about the report, visit the Census Bureau's website at http://www.census.gov. Look under Press Releases by date. Or call the Census Bureau's Customer Liaison Office at (301) 457-1305.

On the World Wide Web, more demographic information about immigration can be found on The National Clearinghouse for Bilingual Education's site at http://www.ncbe.gwu.edu.

NCLE*notes* is published twice yearly by the National Clearinghouse for ESL Literacy Education (NCLE) and distributed free to individuals and organizations on NCLE's mailing list.

Please address comments, suggestions, or material for consideration to:

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If duplicate or unwanted copies of *NCLEnotes* are sent to your address, please notify us so that we can correct our mailing list.

Thank you.

To: Multiple recipients of list <nifl-esl@literacy.nifl.gov>

The following are postings from the NIFL-ESL listserv about some effects that the recent immigration and welfare reforms passed by Congress and signed by President Clinton have had on adult ESL programs. They are reprinted here with the permission of the writers.

April 10, 1997

In our site, we work primarily with Latinos. The new immigration law has had a profound effect on our ESL program and our agency. There's a lot of misinformation out there about what happens now that the new law is in effect, and just what powers the INS has now. I'm hearing that there is a lot of interest in citizenship not for the popular notion that immigrants don't want to lose their public assistance benefits, but of where all this immigration reform effort is going. Now it's public assistance—what's next? Becoming a citizen now is a way to be proactive.

Like others have mentioned, the push for citizenship has brought many older learners forward, and for them citizenship is NOT a matter of being proactive; it's a matter of survival, (losing SSI, public housing). This affects their learning people who have their sole means of support riding on their learning English are extra nervous and frustrated when they don't learn as quickly as they need to.

Like others, interest in citizenship has also brought us learners with very low literacy. Many of these learners are quite fluent and have been in ESL classes before but have

continued on next page

dropped out because they were not prepared to cope with the literacy demands. I feel we owe an extra effort to these learners because many of them feel they are unteachable. Our staff development program has had to change to prepare teachers (many of whom are volunteers) to respond to the needs of these learners.

Finally, our center also offers citizenship classes. On one hand, I agree with the notion of teaching civic participation and not the test, but in listening to learners, they're telling me, "Look, we have the rest of our lives to learn about the system. I really need to pass this test." I think we need to hear that, too. There's a lot at stake for them here, something most of us could only imagine...

Laureen Fredella
Latin American Association
Atlanta, Georgia

April 11, 1997

I direct the Literacy Program in Deming, NM, and since November/December we have been swamped with new adult students as a result of the Welfare and Immigration Reform. We jumped from 180 students to a record of 380 currently. We have all volunteer tutors and have always tried to keep our ESL, pre-GED, and Citizenship classes small—5 or 6 students to tutor. Now we are forced to have 20+ in a class and this is slowing down the learning process.

Our population in Deming is mostly Hispanic, since Deming is only 35 mi. from the Mexico border. As was mentioned, the push for citizenship has brought many older learners into the program. Yesterday again I had two men, one 71 yrs. old and the other in late 60s. They have worked over 50 yrs. in this country as migrant workers, moving from place to place. Their labor was used, and there was no push or need for them to become citizens. They now have legal residency for only 8 years, which means they cannot take the citizenship exam in their own language, even though age-wise they are qualified to do so. They must now learn English before they can go to Immigration for the test. As a country we have made a big mistake by not facing this situation sooner... Now these new reforms are not taking into consideration the serious situation that many of these people are in.

As regards the Welfare Reform bill, those receiving benefits who speak English must now obtain their GEDs, and in NM must file 25 job applications. Deming has the highest unemployment in the state, reaching 35 or 40% during months of November through April. The employers will not give out job applications, because there are no jobs to be found. Many of these adults have had only 2 or 3 years education, and now they must obtain their GED!!!! I think we all agree there is a great need for welfare reform, but is this the way to go about it? Thank you for listening. I hope somehow we may have the influence to change some of these laws and reforms made in Washington, who pass the problems on to the States, who pass the problems on to the volunteer organizations.

Marie Sutter-Sinden
Deming Literacy Program-LVA
Deming, New Mexico

Join the Conversation on NIFL-ESL!

Sponsored by the National Institute for Literacy (NIFL), the NIFL-ESL listserv is moderated by staff at NCLE. Started in Spring 1995, NIFL-ESL has grown to 375 subscribers as of May 1997. Subscribers include adult ESL teachers and tutors, program administrators, researchers, resource center staff, policymakers, graduate students and others. They use the list to exchange information, post questions, and register opinions. It features information and discussion on immigration and education policies related to adult ESL and on teaching approaches.

You can subscribe to NIFL-ESL by sending the message:

subscribe nifl-esl

[your first name here] [your last name here] to:

listproc@literacy.nifl.gov

To learn about the other NIFL-sponsored listservs, visit NIFL's webpage at http://novel.nifl.gov.

Reserve Your Copy

An ERIC Digest about techniques for teaching citizenship classes for ESL will be published later this spring by NCLE. To get on the waiting list for this free publication, e-mail your regular mail address to: ncle@cal.org. Please put "citizenship digest" in the subject line. By regular mail, use the mailing address on the order form on page 7.

Citizenship continued from p. 1

fecting immigrants, see *Immigrant Policy News* from the Immigrant Policy Project of the State and Local Coalition on Immigration, 444 North Capitol St., NW, Suite 515, Washington, DC 20001. It is also available on the web at http://www.ncsl.org/statefed/welfare/ipphmpg.htm.

The National Immigration Forum has a new website at http://www.immigrationforum.org. It features factsheets on immigration, publications, and links to related sites.

Selected Student Texts

A variety of commercial and noncommercial texts for teaching citizenship content are available. Below is a list of some titles to get you started. Many other adult education publishers have citizenship materials. This is not a comprehensive list.

Although naturalization requirements have changed somewhat since these books were prepared, most of the other material in these books is still very timely. Contact local or national INS offices for up-to-date forms and information.

Citizenship Now: A Guide for Naturalization (1995) by Aliza Becker and Laurie Edwards (Contemporary Books).

Preparation for Citizenship (1995) by Valdez, Riedel, and Burgos (Steck Vaughn).

U.S. Citizen, Yes: Interactive Citizenship Preparation (1996) by Roanna Magy (Heinle & Heinle)

Voices of Freedom: English and Civics for the U.S. Citizenship Exam (1994) by Bill Bliss and Steven Molinsky (Prentice Hall).

Of the People: US History (1991) by Deborah Short, Margaret Seufert-Bosco, and Allene Grognet (Delta Systems).

By the People, For the People: US Government and Citizenship (1992) by Deborah Short, Margaret Seufert-Bosco, and Allene Grognet (Delta Systems).

Teacher Resource

Building Bridges: A Resource Guide on Citizenship (1993) by Aliza Becker. Available from the Curriculum Publications Clearinghouse. (800) 322-3905.

Selected Videos

The INS Interview: Will They Pass the Test? (1996). Available from Miller Educational Materials, Inc., 3030 Surry St., Los Angeles, CA 90027. (800) 636-4375.

U.S. Citizenship: A Dream Come True (1995). Available from Asian Pacific American Legal Center (APALC) of Southern California. (213) 748-2022, ext. 47.

A version of this article will appear in The U.S. Department of Education, Division of Adult Education and Literacy's next issue of All Points Bulletin *(Summer 1997).*

Listening continued from p. 1

the inquiry into second language listening comprehension.

Several basic processes are at work in listening. These do not necessarily occur sequentially; they may occur simultaneously, in rapid succession, or backward and forward as needed. The listener is not usually conscious of performing these steps, nor of switching back and forth between them. The listener:

1) determines a reason for listening;
2) takes the raw speech and deposits an image of it in short-term memory;
3) attempts to organize the information by identifying the type of speech event (conversation, lecture, radio ad) and the function of the message (persuade, inform, request);
4) predicts information expected to be included in the message;
5) recalls background information (schemata) to help interpret the message;
6) assigns a meaning to the message;
7) checks that the message has been understood;
8) determines the information to be held in long-term memory; and
9) deletes the original form of the message that had been received into short-term memory.

Each of these steps influences the techniques and activities a teacher might use to assist learners in learning to listen as well as listening to learn.

This article is excerpted from Improving ESL Learners' Listening Skills *by Carol Van Duzer of NCLE. To get a copy of the complete Q&A, see the order form on the opposite page or go to NCLE's webpage at http://cal.org/ncle and look under ERIC Digests.*

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Announcing the Series—*Issues in Workplace and Vocational ESL Instruction*

Workplace ESL Instruction: Interviews from the Field by Miriam Burt. 56 pp. (1997).

Over a dozen providers of workplace ESL instruction were interviewed and shared their expertise on issues such as securing funding, customizing curricula, demonstrating results, and developing a professional workforce for service delivery. These educators represented several models of workplace instruction and included private consultants, directors of adult education programs, directors of community-based programs, directors of volunteer-based programs, and directors of union-based programs. (Available for $5 postage paid)

Learning to Work in a New Land: A Review and Sourcebook for Vocational and Workplace ESL by Marilyn K. Gillespie. 165 pp. (1997).

This comprehensive paper provides a detailed overview of vocational and workplace ESL instruction in the United States. It reviews existing research and practice, presents program models, details funding strategies, and explains how to set up a workplace ESL program. It also includes examples of classroom activities and tools to use in needs assessment, learner assessment, and program evaluation. (Available for $7 postage paid)

The Vocational Classroom: A Great Place to Learn English by Elizabeth Platt. 31 pp. (1996).

Using examples from vocational classrooms, this paper explores how vocational teachers, ESL teachers, and vocational program administrators can maximize opportunities for limited-English-proficient students to improve their English as they master vocational content. (Available for $4 postage paid)

To order copies of these, please use the order form on the opposite page and make checks payable to the Center for Applied Linguistics or CAL.

This series was published at the Center for Applied Linguistics by the Project in Adult Immigrant Education with funding from the Andrew W. Mellon Foundation and by NCLE with funding from the U.S. Department of Education and the National Institute for Literacy.

New Free NCLE Publications!

Each year, NCLE publishes several ERIC Digests (2 pp.) and Q&A's (4 pp.). The following are new since the last issue of *NCLEnotes* (October 1996).

→*Teaching Citizenship for Adult ESL*, by Tom Nixon. Strategies for preparing adult ESL students for the INS naturalization test are provided.

→*Teaching Writing in the Adult ESL Classroom*, by Tom Bello. This digest explains how writing can be taught at every level of ESL proficiency. It offers suggestions for topics and activities.

→*Integrating Employment Training into Adult ESL Instruction*, by Allene Guss Grognet. This Q & A discusses how employment preparation can be integrated into the curriculum of a standard adult ESL program.

→*Needs Assessment for Adult ESL Learners*, by Kathleen Santopietro Weddel and Carol Van Duzer. Learners come to adult English as a second language literacy programs for diverse reasons. This digest focuses on ways to determine what learners want or believe they need to learn.

→*Myths about Language Diversity and Literacy in the United States*, by Terrence G. Wiley. Drawing on historical evidence and contemporary data, this digest examines four myths or misconceptions about language diversity and literacy in the United States.

→*Improving ESL Learners' Listening Skills: At the Workplace and Beyond*, by Carol Van Duzer. This Q & A discusses the factors affecting listening, describes the listening process, suggests guidelines to consider in teaching listening, and provides sample activities.

★★★★ **47 ERIC Digests about ESL are now available for downloading from NCLE's web site! http://www.cal.org/ncle** ★★★★

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___ Needs Assessment for Adult ESL Learners (May 1997)
___ Myths about Language Diversity and Literacy (May 1997)
___ Improving ESL Learners' Listening Skills (Q&A) (February 1997)

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___ Workplace ESL Literacy Curricula and Guides (February 1997)
___ Native Language Literacy Instruction (November 1996)
___ Spanish Language Literacy Instruction (November 1996)
___ School to Work and Vocational ESL for Young Adults (November 1996)

Issue Papers (*Orders must be prepaid. Make checks payable to CAL.)
___ Workplace ESL Instruction: Interviews from the Field ($5)
___ Learning to Work in a New Land ($7)
___ The Vocational Classroom ($4)

Send this form to:

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You will receive a complete list of NCLE publications with your order. This list is also published on our home page at the address in the box above.

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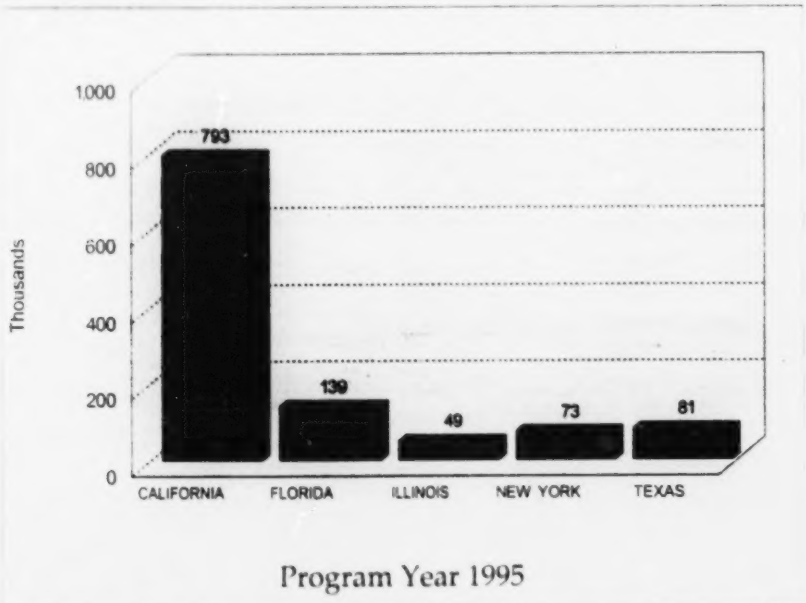
Newsletter News

Two newsletters of interest to adult ESL educators are published at the Center for Applied Linguistics. *NCLE notes*, is published twice a year and features general news and resource information about teaching English as a second language (ESL) to adults. *The Connector*, a newsletter focusing on workplace and vocational ESL, is published quarterly.

To be placed on the mailing list for *NCLE notes*, please send e-mail to ncle@cal.org. If you receive *NCLE notes* and would also like to receive *The Connector*, send an e-mail to paie@cal.org requesting to be added to that mailing list. Please include the name of the relevant newsletter in your message. By regular mail, send your request to NCLE at the address above.

States with the Highest Adult ESL Enrollments



graph provided by the U.S. Department of Education,
Division of Adult Education and Literacy.

Full-Text ERIC Almost an Internet Reality

The Educational Resources Information Center's (ERIC's) wealth of curriculum and instructional materials and research reports have traditionally been available only in microfiche or paper copy. The ERIC Document Reproduction Service (EDRS) is now unveiling electronic information products and Web-based services to offer ERIC document delivery for Internet users.

EDRS has installed equipment that is revolutionizing ERIC document delivery: high-volume microfiche scanners, document fax-back systems, file servers, and high-capacity optical storage juke-boxes. Documents are being scanned, as well as filmed, and stored in a digital archive for electronic access and delivery.

You can now search the ERIC bibliographic database and order documents online through the revamped EDRS World Wide Web site. Check the News page to preview a sampling of full-text document images. For now, you can access and download these images at no charge.

Check the EDRS website for details (http://edrs.com). Online delivery should be available to the public later this year.